

Texas Education Agency Standard Application System (SAS)

2017–2018 Perkins Reserve Grant		
Program authority:	Title I, Part A, Carl D. Perkins Career and Technical Education Act of 2006, Public Law 109-270, Section 112(a)(1)	FOR TEA USE ONLY <small>Write NOGA ID here:</small>
Grant Period:	November 13, 2017, to August 31, 2018	
Application deadline:	5:00 p.m. Central Time, October 26, 2017	<small>Place date stamp here</small>
Submittal information:	<p>One original and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	
Contact information:	Diane Salazar: diane.salazar@tea.texas.gov ; (512) 936-6060	
Schedule #1—General Information		

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Part 1: Applicant Information				
Organization name	County-District #		Amendment #	
KATY ISD	101914			
Vendor ID #	ESC Region #			
	4			
Mailing address	City	State	ZIP Code	
6301 S. STADIUM LANE	KATY	TX	77494	
Primary Contact				
First name	M.I.	Last name	Title	
SARAH	J	MARTIN	CTE DIRECTOR	
Telephone #	Email address		FAX #	
281-396-2633	SARAHJMARTIN@KATYISD.ORG		281-644-1804	
Secondary Contact				
First name	M.I.	Last name	Title	
SUSAN	A	EDELEMAN	Accountant for Special Programs	
Telephone #	Email address		FAX #	
281-396-2636	SUSANAEDELMAN@KATYISD.ORG		281-644-1817	
Part 2: Certification and Incorporation				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Christine	W	Caskey	Chief Academic Officer
Telephone #	Email address		FAX #
281-396-2050	christinewcaskey@katyisd.org		281-644-1811
Signature (blue ink preferred)			Date signed



Only the legally responsible party may sign this application.

Schedule #1—General Information

County-district number or vendor ID: 101914

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

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On this date:

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 101914

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 101914

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurances that they will continue to meet all Statutory Requirements as outlined in their 2017–2018 Perkins Formula Grant incorporated by reference.
4.	The applicant assures that its ability is to meet the 20% match requirement.
5.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the curriculum they develop will be appropriately aligned to marketable skills in the identified high-demand occupations. It may include industry recognized credentialing as part of the degree plan.
6.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeship, will expose students to applied learning and real-world work activities in the identified high-demand occupation(s).
7.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that, within 90 days of the grant start, awarded applicants will submit a Memorandum of Understanding (MOU) detailing the relationship between the dual credit partner, the LEA, and business and industry partner(s).

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Schedule #4—Request for Amendment

County-district number or vendor ID: 101914

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 101914

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 101914

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Indicate the Focus Area for which you are applying. **Only one Focus Area may be selected per application, limit of two applications per LEA** (see Program Guidelines pages 8 and 11 for more information on eligibility requirements for each of the Focus Areas).

- ☐ Focus Area 1: Pathway Hubs, Rural Schools
- ☒ Focus Area 2: Pathway Hubs, Career Center Partnerships
- ☐ Focus Area 3: CTE Career Cluster
- ☐ Focus Area 4: Testing Site/Licensed Instructor

Preparing Students for High-Skill, High-Wage and High-Demand Occupations:

Manufacturing Engineering is a new two-year program offered at Miller Career and Technology Center, MCTC. The program consists of Manufacturing I/II, taught in a 4x4 block format with Manufacturing I being offered first semester and Manufacturing II offered second semester, and Practicum of Manufacturing being offered in 2018-19.

Data pulled from Alteryx Analytics shows the Katy Area is home to 377 manufacturing establishments employing over 13,000 employees with the projected general population growth for 2017-2022 is 15.3%. Additionally, Houston MSA is home to 11,096 manufacturing establishments employing almost 321,000 workers. Companies and schools cannot fill technical programs of technical positions.

The skills and objectives covered in the Manufacturing Engineering program would apply to the two job titles listed below found on Indeed.com.

Maintenance Technician:

- 625 jobs in 25 mile radius of Katy, TX
- 2,423 jobs in 50 mile radius of Katy, TX
- 11,550 jobs in the entire state of Texas

Engineering Technician

- 160 jobs in 25 mile radius of Katy, TX
- 714 jobs in 50 mile radius of Katy, TX
- 2,565 jobs in the entire state of Texas

Strengthening Linkages between Secondary and Post-Secondary (see attached letter of support)

Katy ISD is working closely with Texas State Technical College to align the manufacturing engineering programs to provide a seamless transition from secondary to post-secondary education. Students who complete the Manufacturing Program will be prepared to enter post-secondary programs at technical schools, community colleges, and/or university levels to enter programs of study in Engineering, Electronics, Electrical Technology, Manufacturing, Manufacturing Technology, Mechatronics, Engineering Technology, Industrial Maintenance and many others.

Establishing Partnerships with Business and Industry:

The manufacturing program is establishing an advisory committee with a purpose of program guidance and support. The committee will guide curriculum development and program improvement. Members of the committee will serve as mentors, guest speakers and provide tours of their facilities to students and teachers. Students entering Practicum of Manufacturing will have the opportunity to participate in internships with local manufacturing companies. Students will be partnered with a mentor and collaborate on a project, whether it be a current project the mentor is working on or a student creation.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 101914

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Industry Credentialing Opportunities:

Students who complete the two-year program have the opportunity to sit for the following certifications:

- FANUC CNC Certification
- FANUC Robotics Certifications include:
 - Handling Tool Certification
 - FANUC iRVision Certification

Potential certificates to be offered through acquisition of additional equipment:

- National Institute for Metalworking Skills Industrial Technology maintenance (NIMS ITM)
 - Hydraulics Certification
 - Pneumatics Certification
 - Mechanical Fabrication Certification
 - Electronics Certification

Promoting the Development and Implementation of Program of Study:

Manufacturing Engineering is a two-year program geared to provide juniors and seniors the opportunity to obtain multiple certifications recognized in the manufacturing industry and to gain employment after high school graduation and/or to continue their education at the post-secondary education level. We are preparing students to close the employment gap in the manufacturing sector.

For students to be successful in this field they need to have good reading skills and the desire learn. This program will meet the needs of students as it is self-paced, outcomes/objectives based, hands on and will help develop real skills. These outcomes are measurable and through the curriculum we can measure the students' knowledge, pre- and post-course work, allowing us to measure the baseline knowledge and show direct improvements. Students will learn how to problem solve both alone and as a team. The program is heavy in hands on and studies have shown that the "learn and apply" methodology increases retention significantly beyond that of a standard lecture. These hands on skills are developed through industrial partnerships and are therefore transferable to the workplace. Delivering workplace ready skills will help students gain entry into high skilled and high wage earning fields.

The first year of the program includes Manufacturing Engineering I and II. Taught in a block schedule format, students earn one credit the fall semester and one credit in the second semester. Hands-on simulation based program deals with theory and application that include analysis, research, design and development of systems, processes, machines, tools and equipment in manufacturing. Students have the opportunity to develop Computer Aided Designs (CAD) and Computer Numerical Controls (CNC) to convert CAD designs into numbers as well as learn robotic technologies and processes as related to the field of manufacturing.

The second year of the program is Practicum of Engineering. The practicum is a capstone experience to provide students supervised practical application of previously studied knowledge and skills. Students have the opportunity to intern and work with manufacturing engineers within the Katy/Houston area. Content of the course focuses on planning, managing, and processing materials into intermediate or final products. Practicum experiences vary according to location and in the nature and level of experience of the mentor.

The added equipment and instructional materials purchased with this grant award would further enable the district to train additional students to enter the workforce or enter post-secondary education upon high school graduation. The added skills offered by the acquisition of additional equipment increases hands-on instruction, further encourages student enrollment, and increases certification opportunities.

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By TEA staff person:

Schedule #6—Program Budget Summary

County-district number or vendor ID: 101914

Amendment # (for amendments only):

Program authority: Title I, Carl D. Perkins Career and Technical Education Act of 2006, P. L. 109-270, Sec. 112 (a)(1)

Grant period: November 13, 2017, to August 31, 2018

Fund code: 244

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	Match
Schedule #7	Payroll Costs (6100)	6100	\$	\$	\$	\$
Schedule #8	Professional and Contracted Services (6200)	6200	\$	\$	\$	\$
Schedule #9	Supplies and Materials (6300)	6300	\$59,095	\$	\$	\$9,100
Schedule #10	Other Operating Costs (6400)	6400	\$	\$	\$	\$
Schedule #11	Capital Outlay (6600)	6600	\$15,900	\$	\$	\$5,900
Grand total of budgeted costs (add all entries in each column):			\$74,995	\$	\$	\$15,000

Administrative Cost Calculation

Enter the total grant amount requested:	\$74,995
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	\$3,749

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Schedule #7—Payroll Costs (6100)					
County-district number or vendor ID: 101914			Amendment # (for amendments only):		
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Match
Academic/Instructional					
1					
2	Educational aide	0	0	\$	\$
3	Tutor	0	0	\$	\$
Program Management and Administration					
4	Project director	0	0	\$	\$
5	Project coordinator	0	0	\$	\$
6	Teacher facilitator	0	0	\$	\$
7	Teacher supervisor	0	0	\$	\$
8	Secretary/administrative assistant	0	0	\$	\$
9	Data entry clerk	0	0	\$	\$
10	Grant accountant/bookkeeper	0	0	\$	\$
11	Evaluator/evaluation specialist	0	0	\$	\$
Auxiliary					
12	Counselor	0	0	\$	\$
13	Social worker	0	0	\$	\$
14	Community liaison/parent coordinator	0	0	\$	\$
Education Service Center (to be completed by ESC only when ESC is the applicant)					
15					
16					
17					
18					
19					
20					
Other Employee Positions					
21	Title			\$	\$
22	Title			\$	\$
23	Title			\$	\$
24	Subtotal employee costs:			\$	\$
Substitute, Extra-Duty Pay, Benefits Costs					
25	6112	Substitute pay		\$	\$
26	6119	Professional staff extra-duty pay		\$	\$
27	6121	Support staff extra-duty pay		\$	\$
28	6140	Employee benefits		\$	\$
29	61XX	Tuition remission (IHEs only)		\$	\$
30	Subtotal substitute, extra-duty, benefits costs			\$0.00	\$0.00
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$0.00	\$0.00

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)			
County-district number or vendor ID: 101914		Amendment # (for amendments only):	
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.			
Professional and Contracted Services Requiring Specific Approval			
Expense Item Description		Grant Amount Budgeted	Match
6269	Rental or lease of buildings, space in buildings, or land	\$0.00	\$
	Specify purpose:		
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0.00	\$
Professional and Contracted Services			
#	Description of Service and Purpose	Grant Amount Budgeted	Match
1		\$	\$
2		\$	\$
3		\$	\$
4		\$	\$
5		\$	\$
6		\$	\$
7		\$	\$
8		\$	\$
9		\$	\$
10		\$	\$
11		\$	\$
12		\$	\$
13		\$	\$
14		\$	\$
b. Subtotal of professional and contracted services:		\$	\$
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0.00	\$0.00
(Sum of lines a, b, and c) Grand total		\$0.00	\$0.00

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300)			
County-District Number or Vendor ID: 101914		Amendment number (for amendments only):	
Supplies and Materials Requiring Specific Approval			
		Grant Amount Budgeted	Match
6300	Total supplies and materials that do not require specific approval:	\$59,095	\$9,100
Grand total:		\$59,095	\$9,100

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 101914		Amendment number (for amendments only):	
Expense Item Description		Grant Amount Budgeted	Match
6413	Stipends for non-employees other than those included in 6419	\$0.00	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$0.00	\$
Subtotal other operating costs requiring specific approval:		\$0.00	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$0.00	\$
Grand total:		\$0.00	\$0.00

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #11—Capital Outlay (6600)					
County-District Number or Vendor ID: 101914			Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Match
6669—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	\$
66XX—Computing Devices, capitalized					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX—Software, capitalized					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX—Equipment, furniture, or vehicles					
19	SINGLE CONVEYOR SYSTEM-Integrated conveyor control enclosure	1	\$10,450	\$10,450	\$
20	TABLE TOP MECHATRONICS STATION	1	\$5,450	\$5,450	\$5,900
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)					
29				\$15,900	\$5,900
Grand total:				\$74,995	\$15,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 101914

Amendment # (for amendments only):

Part 1: Student/Teacher Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	6	17%	35 students total; this is the first year the course is being offered
Limited English proficient (LEP)	0	0%	
Attendance rate	NA	%	
Annual dropout rate (Gr 9-12)	NA	%	
Teacher Category	Teacher Number	Teacher Percentage	Comment
1-5 Years Exp.		%	
6-10 Years Exp.		%	
11-20 Years Exp.	1	100%	
20+ Years Exp.		%	
No degree		%	
Bachelor's Degree	1	100%	
Master's Degree		%	
Doctorate		%	

Part 2: Students/Teachers To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type: ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
												27	8	35

Teachers

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
												.5	.5	1

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Schedule #13—Needs Assessment

County-district number or vendor ID: 101914

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A needs assessment was conducted prior to submitting the new course proposal to the Board of Trustees for approval.

In the Spring of 2014, a focus group was held at the Katy Area Economic Development Council (KAEDC) office. Those in attendance were representatives from local area manufacturing companies, the CEO of KAEDC, Vice President of KAEDC, Miller Career Center administration team and the Katy ISD CTE Director.

Stakeholders were purposefully chosen as they each represented a viable subgroup that would be able to successfully implement the program. The purpose of the focus group was to garner feedback from industry representatives on the knowledge and skills required for entry level employment and to identify equipment used in the industry. The group discussion was facilitated by the CEO of KAEDC. The facilitation tool used to spark discussion was an idea storm. Each participant shared with the group what skills needed for entry-level employment in their specific company. The skills were recorded and an affinity diagram was created clustering the skills into like-themes. The facilitator then presented the group with an illustration which included manufacturing controls and processes. The group matched the affinity diagram themes with the controls and processes to create a list of knowledge and skill sets. The group further differentiated the knowledge and skills into first-year and second-year course instruction. This information was the basis for which a scope and sequence was formed and equipment identified for the manufacturing lab. In addition, credentialing and certification options were discussed. Industry Representatives were in agreement that certifications would provide an entry-level employee candidate more opportunities for hire and advancement within a company because certifications validate a knowledge and skill set.

In the Fall of 2015, students completing their four-year plan were surveyed regarding interest of a manufacturing engineering program/pathway. The results signified a high positive response rate, manufacturing program ranked third out of eleven programs.

In the Spring of 2016, the CTE department researched best practices in implementing a manufacturing program at the secondary education level, visited with local industry representatives to develop a manufacturing engineering scope and sequence, identified equipment to be purchased for the lab, and secured professional development opportunities for teachers and staff. Collaborating with local industry representatives tailored the program to fit workforce needs.

In the Fall of 2016, the Board of Trustees approved the Manufacturing Engineering program. Based on the curriculum and equipment needed for the program, it was decided to house the manufacturing program at Miller Career Center. Miller Career Center is a district facility which offers career programs to service junior and senior level students across the district. The district provides student transportation from home campuses to the center.

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By TEA staff person:

Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 101914

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top three to five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Provide certification opportunities for students	Purchase training equipment to provide students opportunities to obtain additional certifications.
2.	Prepare potential candidates for the manufacturing workforce	Training equipment prepares students with the knowledge and skill set found in industry
3.	Prepare students for further education in the manufacturing industry	Training equipment provides students the opportunity to further their knowledge and skills in automation and robotics.
4.		
5.		

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By TEA staff person:

Schedule #14—Management Plan

County-district number or vendor ID: 101914

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Instructional Specialist	<ul style="list-style-type: none"> • Technology Education, Industrial Technology, or Industrial Arts certificate • Mathematics/Physical Science/Engineering: Grades 8-12 • Trade and Industrial Education: Grades 8-12 with appropriate work approval • Vocational Trades and Industry with appropriate work approval • Approved professional development training on Amatrol equipment and FANUC robotics
2.	Instructor	<ul style="list-style-type: none"> • Technology Education, Industrial Technology, or Industrial Arts certificate • Mathematics/Physical Science/Engineering: Grades 8-12 • Trade and Industrial Education: Grades 8-12 with appropriate work approval • Vocational Trades and Industry with appropriate work approval • Approved professional development training on Amatrol equipment and FANUC robotics
3.		
4.		
5.		

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Professional Development	1. Amatrol summer institute training	06/26/2017	06/30/17
		2. Fanuc robotic training	01/03/2018	03/30/2018
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
2.	Establish Craft Committee	1. Secure business and industry commitments	09/01/2017	06/01/2018
		2. Host first Craft Committee meeting	12/01/2017	12/18/2017
		3. Host second Craft Committee meeting	04/01/2018	04/30/2018
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
4.	Student Certification Testing	1. First round of certification testing	04/23/2018	04/27/2018
		2. Second round of certification testing	05/14/2018	05/18/2018
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 101914

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Katy ISD conducts an annual comprehensive needs assessment and uses the results of this assessment to create the District Improvement Plan. Individual departments within Katy ISD monitor the District Improvement Plan (DIP), which includes Grant awards, on a quarterly basis. Departments create internal plans for adjusting activities to meet goals and objectives of the DIP. Monitoring of the plan, including benchmarks, drives whether adjustments need to be made. Should adjustments be necessary, the department follows the District Communication Plan which includes weekly principal communications, newsletters from campuses to parents and district emails sent to all households with enrolled students. The type of adjustment determines the method of communication used to inform the necessary stakeholders.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The grant application is requesting additional equipment be purchased to train students on control processes in the area of manufacturing. This is the first year the program is being offered in the District, and one of few manufacturing programs being offered in the Gulf Coast region. Quarterly District CTE General Advisory Council meetings in addition to the program-level Craft Committee meetings will ensure that all project participants remain committed to the project's success. The Manufacturing Engineering program has the support of the Superintendent, Chief Academic Officer, Executive Director of Secondary Curriculum and Instruction, CTE Director, Career Center Principal, Instructional Specialist, CEO of Katy Area Economic Development, Instructor and members of the Craft Committee.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 101914

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Program Growth and Support	1.	Increase in enrollment
		2.	Number of manufacturing companies
		3.	
2.	Student Certifications	1.	Number of students who sit for the certification exams
		2.	Number of students who earn certification
		3.	
3.	Student Internships	1.	Number of manufacturing companies serving as internship sites
		2.	Number of students engaged in an internship with local manufacturing companies
		3.	
4.	Business and Industry Partnerships	1.	Number of manufacturing companies committing to serve on Craft Committee
		2.	Number of manufacturing reps serving as guest speakers
		3.	Number of manufacturing reps serving as mentors/internship sites

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

- Program data will be collected using our Student Information Management System, eSchool Plus. Enrollment, attendance and achievement results will be collected.
- Certification data will be collected by the proctor administering the certification exams.
- Student Internships will be monitored by the instructor.
- Business and Industry Partnerships will be monitored by the instructor and Instructional Specialist.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 101914

Amendment # (for amendments only):

TEA Program Requirement 1: Explain how the project identified the high-demand occupations and their related programs of study in partnership with the local workforce development board. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

Data pulled from Alteryx Analytics shows the Katy Area is home to 377 manufacturing establishments employing over 13,000 employees with the projected general population growth for 2017-2022 is 15.3%. Additionally, Houston MSA is home to 11,096 manufacturing establishments employing almost 321,000 workers. Companies and technical schools are currently having a difficult time filling technical programs and technical positions. Introducing manufacturing engineering at the secondary level will increase the awareness of the need as well as prepare students to enter the field.

Workforce Solution of Texas Target and Demand Occupation List indicated a pressing need for manufacturing positions in our region. The skills and objectives covered in the Manufacturing Engineering program would apply to the two job titles listed below found on Indeed.com.

Maintenance Technician:

- 625 jobs in 25 mile radius of Katy, TX
- 2,423 jobs in 50 mile radius of Katy, TX
- 11,550 jobs in the entire state of Texas

Engineering Technician

- 160 jobs in 25 mile radius of Katy, TX
- 714 jobs in 50 mile radius of Katy, TX
- 2,565 jobs in the entire state of Texas

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 101914

Amendment # (for amendments only):

TEA Program Requirement 2: Describe how you will design at least one program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-demand occupations identified by local regional workforce board. The program of study should build in rigor as students progress through high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

The Manufacturing Career Cluster focuses on planning, managing, and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance, and manufacturing/process engineering.

- o **Principles of Manufacturing:** offered for high school credit on all junior high campuses and at Katy High School. This is a hands-on study of manufacturing technology. Students reinforce, apply and transfer academic knowledge and skills to a variety of activities, problems and settings as they develop skills in the application, design, production and assessment of products, services and systems and how these skills are applied to manufacturing.
- o **Diversified Manufacturing I: offered at Katy High School**
Students develop various applications, design, production, and assessment of products, services, and systems and how those knowledge and skills are applied to manufacturing. At the completion of these processes, the students will transform raw materials into finished products based on design and specifications. Knowledge about career opportunities, requirements, and expectations and the development of skills prepare students for workplace success.
- o **Diversified Manufacturing II: offered at Katy High School**
Students will further their knowledge and skills in the application, design, production, and assessment of products, services, and systems and how those knowledge and skills are applied to manufacturing. In differentiating these processes, students will identify raw materials and how they impact the construction of a product or design. Diversified Manufacturing II allows the opportunity to understand the process of mass production by using a wide variety of materials and manufacturing techniques. Knowledge about career opportunities, requirements, and expectations and the development of skills prepare students for workplace success.
- o **Manufacturing I: offered at Miller Career Center**
This hands-on simulation based program deals with theory and application that include analysis, research, design and development of systems, processes, machines, tools and equipment in manufacturing. Students have the opportunity to develop Computer Aided Designs (CAD) and Computer Numerical Controls (CNC) to convert CAD designs into numbers as well as learn robotic technologies and processes as related to the field of manufacturing.
- o **Manufacturing II: offered at Miller Career Center**
Students continue in a simulation environment, furthering their knowledge and skills in the application, design, production, and assessment of products, services, and systems and how those knowledge and skills are applied to manufacturing. The study of Manufacturing Engineering Technology II will allow students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings.
- o **Practicum of Manufacturing: offered at Miller Career Center**
The practicum is a capstone experience to provide students supervised practical application of previously studied knowledge and skills. Students focus on planning, managing, and processing materials into intermediate or final products. Practicum experiences vary according to location and in the nature and level of experience of the mentor.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 101914

Amendment # (for amendments only):

TEA Program Requirement 3: Provide a sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study in order to complete a certificate or receive an associate's degree from the partnering general academic teaching institution(s) within two to three years of graduating from high school. The crosswalk may also demonstrate how the project can lead to a bachelor's degree. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

Strengthening Linkages between Secondary and Post-Secondary (see attached letter of support)

Katy ISD is working closely with Texas State Technical College (TSTC) to align the manufacturing engineering programs to provide a seamless transition from secondary to post-secondary education. Students exiting the manufacturing program would transition into the Mechatronics Program at TSTC. The name Mechatronics stems from combining mechanical and electronics. The technology is a new approach to design and development and allows students to combine several disciplines including electronics, mechanics, robotics, instrumentation and computer control systems. Together, the industrial applications allow engineers and technicians to work together in planning and designing to solve complex industrial problems (TSTC, 2017).

TSTC - Mechatronics Technology, Associate of Applied Science

Semester 1:

DC Circuits

Robotics

Composition I

College Algebra

Semester 2:

AC Circuits

Digital Fundamentals

Basic Fluid Power

General Chemistry I

General Chemistry Lab

Semester 3:

Programmable Logic Controllers

Industrial Electronics

Industrial automation

Mechanical Principles in Automated Manufacturing

Semester 4:

Principles of Automatic control

Industrial Automation II

Gen Ed Social/Behavioral Science course

Gen Ed Speech Elective course

Semester 5:

Electromechanical Systems

Computer Integrated manufacturing

Gen Ed Humanities/Fine Arts course

Students who complete the Manufacturing Program will be prepared to enter post-secondary programs at technical schools, community colleges, and/or university levels to enter programs of study in Engineering, Electronics, Electrical Technology, Manufacturing, Manufacturing Technology, Mechatronics, Engineering Technology, Industrial Maintenance and many others.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 101914

Amendment # (for amendments only):

TEA Program Requirement 4: Identify the partner organizations that will help carry out the grant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Katy ISD is collaborating with Texas State Technical College to certify the manufacturing program to provide students with a seamless transition between institutions and curriculum.

TEA Program Requirement 5: Identify at least one industry partner that will assist with curriculum development to support relevant and frequent industry experiences for students participating in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Katy ISD Career and Technical Education department is working closely with the Katy Area Economic Development Agency and local manufacturing companies to secure partnership agreements.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 101914

Amendment # (for amendments only):

TEA Program Requirement 6: Propose a sustainability plan to ensure that the school(s) will continue to meet the goals of the grant program after the end of the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

Our sustainability plan includes purchasing items that wear or are commonly broken in advance, extended term contracts, in order for the program to continue to meet the goals of the grant after the end of the grant program. We believe the items we have built into this proposal will allow us to meet the goals of the grant successfully in the 4th year after the grant has ended.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 101914

Amendment # (for amendments only):

TEA Program Requirement 7: List capstone industry certifications and programs of study that were identified in partnership with postsecondary, industry, or other LEAs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Area 4 must address this question.

Industry Credentialing Opportunities:

Students who complete the two-year program have the opportunity to sit for the following certifications:

- FANUC CNC Certification
- FANUC Robotics Certifications include:
 - Handling Tool Certification
 - FANUC iRVision Certification

Potential certificates to be offered through acquisition of additional equipment:

- National Institute for Metalworking Skills Industrial Technology maintenance (NIMS ITM)
 - Hydraulics Certification
 - Pneumatics Certification
 - Mechanical Fabrication Certification
 - Electronics Certification

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 101914

Amendment # (for amendments only):

TEA Program Requirement 8: Explain how the awarding of a Perkins Reserve Grant will complement the existing CTE program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Area 4 must address this question.

The awarding of a Perkins Reserve Grant will complement the existing Manufacturing Engineering program with supporting additional equipment to provide students with an expanded knowledge and skill base, certification options will increase, and more students will be able to participate in the program each year.

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID:		Amendment number (for amendments only):		
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 101914

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 101914

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 101914

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 101914			Amendment number (for amendments only):	
Barrier: Lack of Support from Parents (cont.)				
#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Shortage of Qualified Personnel				
#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Lack of Knowledge Regarding Program Benefits				
#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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